



Geography scheme of work (from Sep 2020) -

Christian values underpinning learning - Love , respect, determination, creation, creativity and peace

Intent

The National Curriculum (2014) forms the basis for all subject teaching ensuring continuity and progression in an age related curriculum. In addition, teachers make sure the content is relevant and stimulating by delivering through themes and topics. Some of our children do not have much knowledge of the world beyond our local area, so we want them to become fascinated and learn about the wider world.

Our geography curriculum has been developed because we believe that:

- Children need to be inspired with a curiosity and fascination about the world and its people.
- Children need to be equipped with knowledge about diverse places and people.
- Children need to understand the Earth's key physical and human processes
- Children need to understand the world's natural resources and human environments.
- Children need to have fluency in complex, geographical enquiry and the ability to apply questioning skills and use effective analytical and presentational techniques.
- Children need to have highly developed and frequently utilised fieldwork and other geographical skills and techniques.
- Children need to have the ability to express well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society and the environment.

Implementation

Geography is often the theme of a class topic. It is essential that staff plan units so that they are cross curricular, linking to subjects where appropriate. Although geography can be dominated by knowledge we connect a series of skills through the scheme of work that are matched to age and stage of development. Skills include geographical enquiry and map skills such as reading and creating maps as well as developing the skills of presentation and organisation.



St Blaise School believes that trips, visits and the use of artefacts are essential in the implementation of engaging children in their geography learning. We use local museums as well as local locations including walks around where our school is. Teaching children to respect our planet and its people is vital; by using first hand experiences pupils have a far better understanding of its importance. Additional information about teaching techniques can be found in our school learning and teaching policy.

We provide different topics over a 2 year cycle.

Year group	Areas of learning - content	Experiences
Reception	Around the world	
Y1	Explorers Food	
Y2	Africa My Country My Town	
Y3	Explorers/Local Study	
Y4	Rainforests	Living Rainforest
Y5	Natural Disasters River Thames	Henley River and Rowing Museum, Walk along the Thames (Culham Lock), London – Thames Barrier
Y6	People and Places	



At the beginning of a unit of work/theme/topic children input ideas about what they want to learn and find out; often through brainstorming questions or bringing in resources. Where possible we engage parents in supporting the initial resourcing of projects as well as offering them show case style events that promote the learning that has taken place.

Planning will take into account the wide range of geographical vocabulary needed to enable children to speak with confidence and accuracy.

St Blaise Scheme of work – this is based on a 2 year rolling plan



Assessment statements for the lower age in mixed classes



Assessment statements for the upper age in mixed classes

Area	Oak – Reception	Poplar – Y1/2	Willow – Y3/4	Maple – Y5/6
Geographical opportunities content	<ul style="list-style-type: none"> *Talk about features of the immediate environment and how environments may differ from one another. *Know about similarities in relation to places, objects, materials and living things. *Make observations about animals and plants and explain why some things occur. *Talk about changes in environments. 	<ul style="list-style-type: none"> *Investigate the world’s continents and oceans. * Investigate the countries and capitals of the United Kingdom. *Compare and contrast a small area of the United Kingdom with that of a non-European country. *Explore weather and climate in the United Kingdom and around the world. *Use basic geographical vocabulary to refer to and 	<ul style="list-style-type: none"> Locate the world’s countries, with a focus on Europe and countries of particular interest to pupils. * Locate the world’s countries, with focus on North and South America and countries of particular interest to pupils. * Identify key geographical features of the countries of the United Kingdom, and show an understanding of how some of these aspects have changed over time. * Locate the geographic zones of the world. 	<ul style="list-style-type: none"> * Understand the significance of the geographic zones of the world. * Understand geographical similarities and differences through the study of human and physical geography of a region or area of the United Kingdom (different from that taught at Key Stage 1). * Understand geographical similarities and differences through the study of human and physical geography of a region or area in a European country. * Understand geographical similarities



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		<p>describe key physical and human features of locations.</p> <ul style="list-style-type: none"> * Use world maps, atlases and globes. * Use simple compass directions. *Use aerial photographs. * Use fieldwork and observational skills. 	<ul style="list-style-type: none"> * Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. * Use the eight points of a compass, four-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the world. * Use a wide range of geographical sources in order to investigate places and patterns. <p>I can plan a journey to a place in England</p>	<p>and differences through the study of the human and physical geography of a region or area within North or South America.</p> <ul style="list-style-type: none"> * Describe and understand key aspects of: *Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle *human geography, including: settlements, land use, economic activity including trade *links and the distribution of natural resources including energy, food, minerals and water supplies. * Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies. <p>I can plan a journey to a place in another part of the world, taking account of distance and time</p> <p>I can answer questions by using a map</p> <p>I can use maps, aerial photos, plans and e-resources to describe what a locality might be like</p>
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<p>Investigate places</p>		<ul style="list-style-type: none"> *Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). *Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. *Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. *Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. *Use aerial images and plan perspectives to recognise landmarks and basic physical features. *Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. 	<ul style="list-style-type: none"> * Ask and answer geographical questions about the physical and human characteristics of a location. *Explain own views about locations, giving reasons. *Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. *Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies. *Use a range of resources to identify the key physical and human features of a location. *Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. *Name and locate the countries of Europe and identify their main physical 	<ul style="list-style-type: none"> *Collect and analyse statistics and other information in order to draw clear conclusions about locations. *Identify and describe how the physical features affect the human activity within a location. *Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. *Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways. *Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map). *Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.
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		<p>*Name and locate the world's continents and oceans.</p> <p>I can explain where I live and tell someone my address I can explain where I live and tell someone my address I can explain the some of the main things that are in hot and cold places. I can explain the clothes that I would wear. I can explain how weather changes throughout the year and name the seasons I can name the four countries in the UK and locate them on a map I can say what I like and do not like about a place I live in I can see what I do and don't like about a place I can describe a place outside Europe I can name the capital cities if the UK I can find where I live on a map of the UK I can name the continents of the world and locate them on a map I can name the oceans of thw world and locate them on a map</p>	<p>and human characteristics.</p> <p>I can use an atlas by using the index to find places</p> <p>I can name a number of countries in the northern hemisphere</p> <p>I can carry out research to discover features of a villages, towns or cities I can collect and accurately measure information (e.g. rainfall, temperature , wind speed, noise level etc)</p>	<p>* Name and locate the countries of North and South America and identify their main physical and human characteristics.</p> <p>I can explain why many cities are situate on or close to rivers I can explain why people are attracted to live by rivers I can explain the course of a river I can name and locate may of the world's most famous rivers in an atlas I can name and locate many of the world's most famous mountainous regions in an atlas I can name the largest desert in the world and locate desert regions in an atlas</p>
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Achieving together

<p>To investigate patterns</p>		<p>*Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country.</p> <p>*Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>*Identify land use around the school.</p> <p>I can keep a weather chart and answer some questions about the weather</p> <p>I can explain the facilities that a village, town and city may need and give reasons</p>	<p>*Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas.</p> <p>* Describe geographical similarities and differences between countries.</p> <p>*Describe how the locality of the school has changed over time</p> <p>I can locate the tropic of Cancer and Capricorn</p> <p>I can explain the difference between the UK, GB and British Isles</p> <p>I know the countries that make up the European union</p> <p>I can find at least six cities on a map of the UK</p> <p>I can name some of the Islands that surround the UK</p> <p>I can name the areas of origin of the main ethnic groups in our school</p>	<p>*Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).</p> <p>*Understand some of the reasons for geographical similarities and differences between countries.</p> <p>*Describe how locations around the world are changing and explain some of the reasons</p> <p>I can identify the Tropics of Capricorn and Cancer</p> <p>I can explain how time zones work and calculate time zones around the world</p>
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<p>To communicate geographically</p>		<p>*Use basic geographical vocabulary to refer to:</p> <p>Key physical features</p> <p>including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.</p> <p>key human features,</p> <p>including: city, town, village, factory, farm, house, office and shop.</p> <p>Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.</p> <p>* Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).</p> <p>I can describe the key features of a place from a picture using words like, beach, coast, forest</p> <p>I can describe the features of</p>	<p>Describe key aspects of:</p> <p>* physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle.</p> <p>* human geography, including: settlements and land use.</p> <p>* Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world</p> <p>I can describe how volcanoes are created</p> <p>I can locate some of the world's most famous volcanoes</p> <p>I can describe how earthquakes are created</p> <p>I can use the correct geographical words to describe a place</p> <p>I can use some basic OS map symbols</p> <p>I can use the grid references on a map</p>	<p>* Describe and understand key aspects of:</p> <p>* physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.</p> <p>* human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.</p> <p>*Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.</p> <p>* Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).</p> <p>I can describe how volcanoes are created</p> <p>I can locate some of the world's most famous volcanoes</p>
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		<p>an island</p> <p>I can explain how jobs may be different in other locations</p>	<p>I can describe how earthquakes are created</p> <p>I can use Ordnance Survey symbols and six figure grid references</p> <p>I can describe how some places are similar and dissimilar in relation to their human and physical features</p>
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Impact

Long term:

- That children’s experiences will support the acquisition of geographical knowledge
- That children will be able to communicate effectively to others – imparting their knowledge and enthusiasm
- That children will make decisions in life that will be underpinned by a knowledge of the world
- That children will understand the diversity of the world and will respect its natural resources and processes.
- That children will be able to build on their knowledge throughout their education then adult life – creating lifelong learners
- That most children will have an on-going interest and in some cases a passion for geography

Assessment in geography:

- Pupil voice – to check understanding, understanding of key techniques, progression, confidence in discussing history
- Displays and books – opportunity to practice skills, varied and engaging curriculum, showcased final pieces, clear progression in skills
- Feedback from parents and guests who attend show case events

Role of the co-ordinator:



- Celebrate successes
- Collate appropriate evidence over time – this should show that pupils know and remember more over time
- Monitor the standards in the subject to ensure that outcomes are at expected levels
- Provide ongoing support/ signposting